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A MODEL SCHOOL

The Oyster School is said to be like a European bilingual school. Those who know it contend that it has succeeded.

See Page 7.

A PILOT PROGRAM

The Dade County school system, with its large Hispanic enrollment, has been using transitional bilingual education. Now it proposes to test the "immersion" method—a move that school officials hope will answer the question of what works best.

See Page 4.

A NEW CHIEF

William Honig, California's new superintendent of public instruction, outlines some of his plans to reverse the state's "permissive" style of education, which he criticized frequently during his costly and hard-fought campaign.

See Page 12.

EDUCATION WEEK

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Educators Seek Solutions to 'Crisis' in Teaching

Yale Meeting Explores Collaborative Efforts

By Sheppard Ranbom

NEW HAVEN, CONN.—In what may be an indication of how serious the concern over the "crisis of quality" within the nation's teaching profession has become, the chief state school officers of 38 states, in an unprecedented move, met late last month at Yale University with the presidents of more than 40 of the nation's leading colleges and universities to discuss ways they can cooperate to get more academically able people into teaching while keeping the best of those who are already in the profession.

The purposes of the meeting, conference participants said, were to begin to break down the "tremendous prejudice against public-school teaching" that exists on many college campuses, to share ideas about successful school-college collaborations, and to encourage dialogue between state education officials and the leaders of the nation's institutions of higher education.

Expressed throughout the conference discussions was the view that if teacher training is to be improved and if more able students are to be attracted to the teaching profession, colleges and universities must commit more than just their education schools to the task. Many conference participants, especially university presidents, asserted that too many education programs are undistinguished.

Prestige, Power, Preparation

The participants agreed, however, that "a climate now exists" to mount a broad national attack on the pervasive problems of the "prestige, power, pay, and preparation" of America's schoolteachers.

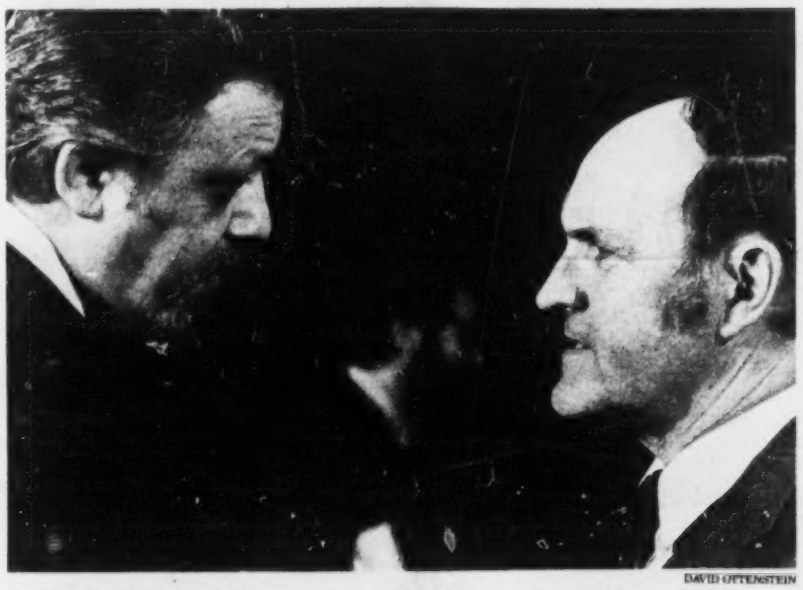
The unusual conference was sponsored by the Carnegie Foundation for the Advancement of Teaching, Yale, the Andrew W. Mellon Foundation, and the Council of Chief State School Officers.

Though the participants did not directly confront the problems of power and pay, they did discuss the need for innovative programs to provide incentives to entice good students into teaching and to retain the best of those now teaching.

They also exchanged information about programs that they said they believed would help improve school curricula and encourage "the intellectual renewal" of teachers.

"The fact that the nation's leading educators from schools and colleges met at Yale, an academic jewel box, to discuss specific

Continued on Page 10



DAVID OTTENSTEIN

A. Bartlett Giamatti, left, president of Yale University, speaking with Calvin M. Frazier, president of the Council of Chief State School Officers.

Administration Considers New E.D. Proposal

By Eileen White

WASHINGTON—Reagan Administration officials, whose 1981 proposal to reduce the Cabinet-level Education Department to a small foundation was rebuffed by the Congress, have designed a new proposal for reorganizing the department, sources said last week.

An outline of the new plan, which "is ready to be trial-tested on Capitol Hill," has been sent to Edwin Meese 3d, the Presidential counselor, the sources said. Mr. Meese had been scheduled to meet with Secretary of Education Terrel H. Bell to discuss the plan last Wednesday, but the meeting was inexplicably cancelled, the sources said.

The new design was sent to the White House as President Reagan, speaking at the Conservative Political Action Conference here late last month, promised a "renewal of his commitment to abolish the Ed-

Continued on Page 13

Better Proposal Said To Win Assessment Project for E.T.S.

By Eileen White

Correspondent John Chaffee Jr. in Denver contributed to this report.

WASHINGTON—The federal government will transfer responsibility for administering the National Assessment of Educational Progress from a state-supported consortium to the Educational Testing Service (E.T.S.) because the E.T.S. has promised to implement a wide range of improvements in the assessment, a government spokesman said last week.

The testing service—which administers standardized achievement tests, including the Scholastic Aptitude Test—last month won a competition for the $20.3-million, five-year grant to run the assessment, which has been administered since 1969 by the Education Commission of the States.

Student achievement is measured annually by the assessment, through tests given to 9-, 13-, and 17-year olds.

Winning Proposal

The E.T.S.'s winning proposal, according to Jeffrey Schiller, who oversees the assessment for the National Institute of Education, included plans to "use more state-of-the-art procedures in test development" and to "orient its analyses of the results more toward state and local policymakers."

But the executive director of the interstate commission last week contended that the E.T.S. won the grant in part because two officials of the testing service were involved in an evaluation of the assessment in 1981.

Robert C. Andringa said the E.T.S. "had it easier" because its president, Gregory R. Anrig, and the official who will run the assessment for the E.T.S., Archie E. Lapointe, "had total access to the national assessment data, staff, and records."

Mr. Lapointe was a co-director of the foundation-supported study that analyzed and recommended changes in the assessment; Mr. Anrig served on a seven-member advisory committee for the project. *(See Education Week, Jan. 12, 1982.)*

In a telephone interview, Mr. Anrig ac-

Continued on Page 13

'Equal' Access to Computers in Education Could Become Major Issue, Experts Warn

By Charlie Euchner

Access to computers, both sides of a 20-year-old desegregation controversy in San Francisco agreed in a recent voluntary settlement, is becoming an integral part of elementary and secondary education—and one in which poorer students are usually left behind.

The December agreement of the two sides and the judge presiding over the case to create a special school for computer training underscored the position of a growing number of educators that access to computers and computer training is further separating education's "haves" from its "have-nots." And some note that the widespread use of the new technology is such a profound development that the inequities could threaten the basic value of free access to public education.

"We're training an elite set of people," said Carolyn Marvin, assistant professor of communication at the Annenberg School of Communications at the University of

Continued on Page 15

THE WEEK

A SUMMARY OF NEWS AND EVENTS

IN SUMMARY

Controversial Pilot Program in Miami
Dade County, which now offers transitional bilingual education, plans to experiment with the "immersion" method. **Story on Page 4.**

Stern Admonition in New Jersey
The commissioner of education warns superintendents that many inservice programs "demean" the profession. **Story on Page 4.**

A Commitment to Self-Improvement
Jesuits are involved in a lengthy process to enhance both academic and Christian values in their high schools. **Story on Page 6.**

'Consumer Sovereignty' in Education
Conservative groups meeting in Washington call for school reforms and support vouchers and tax credits. **Story on Page 8.**

Mainstreaming the 'Learning Disabled'
Problems arise as more handicapped students are taught in regular classes by non-special-education teachers. **Story on Page 8.**

State v. Church
The first federal trial involving state regulation of religious schools begins in Maine. **Story on Page 9.**

Nearly Unanimous
All but one of the 23 suburban districts in the St. Louis desegregation suit have agreed to a voluntary plan. **Story on Page 10.**

A Close Decision by the High Court
The U. S. Supreme Court rules 5-4 that a school board may limit access to a district's inter-school mail system. **Story on Page 10.**

The P.T.A. Goes to Washington
Federal officials find little support for vouchers and tax credits at the National P.T.A.'s legislative conference. **Story on Page 11.**

Arts Column	6	In Federal Agencies	11
Associations Column	18	Letters	19
Commentary	19 and 24	Marketplace	23
Events	20	New Bills	13
For the Record	11	Private Grants	21
Hearings	13	Vocational Education Column	8
Honors	20	Washington News	10

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NATIONAL

School-Lunch Study Claims Reductions In Fraud and Abuse

The Agriculture Department released a report last week that it claims proves that the new school-lunch application forms schools began using last year "are helping to curb fraud and abuse" in the $438-million program.

Beginning in the fall of 1981, applications for free and reduced-price lunches were required to include the Social Security numbers of all adult household members and a listing of their current incomes. Previously, the forms had asked only for names, household size, total income, and the signature of the child's parent or guardian.

The study, which examined 13 school districts across the country, found that the new applications resulted in 10-percent fewer applications being approved for free-meal benefits. Furthermore, the schools reported that reduced-price eligibility was reduced by 15 percent at schools where the new forms were being used as compared to those where old forms were still in use.

The report also contended that the new applications resulted in the reporting of an average annual increase in income of more than $500, "suggesting that the new application is at least partially sucessful in preventing income underreporting."

"It looks like the new application process is working effectively against misstatements of income in the school-lunch program," said Assistant Secretary of Agriculture Mary Jarratt in a prepared statement. "That means money available for special assistance for free and reduced-price meals is going to those for whom it was intended—the needy."

Special Ed. Rule Bars State Workers As Hearing Officers

Employees of state education departments will no longer be permitted to serve as administrative hearing officers when parents appeal school districts' decisions regarding special education, according to a new rule proposed by the Education Department.

Although an announcement of the changes has not yet been made in the *Federal Register*, the department has informed states—half of which currently use their employees as hearing officers—that they must end the practice.

Two federal appeals courts have held that the practice violates students' due-process rights, according to a spokesman for the department's office of special-education programs.

The department had included the hearing-officers regulation in a set of regulations proposed last August, but the rule was withdrawn when the entire package of regulations—some of which were considered controversial—was withdrawn for further consideration.

National Math 'Bee' To Be Held in 1984

A new national mathematics competition, designed to improve the mathematical know-how of junior-high-school students, has been announced by a coalition of private industry, government, and education groups.

Called "MATHCOUNTS," the program is sponsored by the National Society of Professional Engineers, the National Council of Teachers of Mathematics, the C.N.A. Insurance Companies, and the National Science Foundation.

The program has two components, according to the sponsors. First, working with materials provided by the MATHCOUNTS program teachers will coach junior-high students in accelerated topics in mathematics—linear algebra, probability and statistics, and polynomials, for example.

After working with the materials, students will be eligible to participate in a series of local, state, and national competitions.

The students will compete in both oral and written examinations, individually and in teams. The finalists will compete in a national competition, which will be held in Washington.

The sponsors chose junior-high students because "this is the age of greatest impact, when students are forming lifelong attitudes towards math and technology."

STATES

Florida Governor Proposes Increase In Education Budget

Gov. Robert Graham's proposed budget for the fiscal year 1983 would provide a substantial increase in funding for education. In his proposal, presented to the Florida legislature last week, the Governor recommended $3.4 billion for education—up $350 million from the current budget.

The increased spending would be paid for through a series of proposed tax increases, including an increased tax on alcoholic beverages, a rise in taxes on stocks and bonds, and an increase in the "required local effort"—that is, property taxes for public education. The property-tax provision would bring in an estimated $241 million in fiscal 1983, and $194 million the following year.

The new funds would be used for a variety of programs, some of which were suggested by a recent report issued by the Governor's Commission on Secondary Education, according to a spokesman for Governor Graham.

Teachers' salaries would go up an average of about $4,000 over the next two years, with $1,800 of that to be provided next school year. Currently, the average salary for teachers in the state is $18,540; by the end of fiscal 1983, it would increase to $20,121.

The Governor's proposal also includes several measures designed to improve mathematics and science education. During fiscal 1983, the Governor proposes to spend $2.87 million to fund inservice programs for teachers in these fields. Another $2.4 million would be spent on a mathematics and science "adjunct faculty" program, which would bring technically trained industry personnel into the schools for a year. The Governor has also proposed a summer enrichment program for students who have a strong interest in these fields and a tutorial program that would pay teachers to work after school with students who wanted to do extra work in these areas.

Ohio Senate Passes Income-Tax Increase

The Ohio Senate last week approved a permanent 90-percent increase in the state's personal income tax, putting into place the last major piece of Gov. Richard F. Celeste's package of budget-balancing tax hikes and spending reductions.

Although the proceeds from the income-tax increase will not avert a $190-million cut in aid to elementary and secondary education this spring, part of the new revenue will be used to replenish the state's emergency loan fund for schools. State officials expect high demand for the emergency loans as districts try to cope with a 9-percent average cut in general state aid for the re-

DATABANK

The Size and Shape of Public-School Systems, Fall 1980

In the fall of 1980, according to the 27th annual survey by the National Center for Education Statistics, the number of students in the nation's public schools declined by more than half a million from the previous year's reported total of 41,645,469; the number of "full-time equivalency" classroom teachers rose by about 100 over 1979's reported total of 2,184,000.

Between 1972—when the decline in pupils was first reported, and 1980—total public-school membership declined by 4.8 million, according to N.C.E.S. Decreases in membership between the fall of 1979 and the fall of 1980 were reported by 40 states and the District of Columbia, but 11 states, including some noting overall decreases, reported increases in elementary-school enrollments.

There were 672 fewer public schools in 1980 than in 1979, and 2,344 fewer than existed in the fall of 1976.

Following are selected statistics from the report, Statistics of Public Elementary and Secondary School Systems: Schools, Pupils, and Staff, Fall 1980.

Percent Change in Public-School Membership: Fall 1979 to Fall 1980

State	Percent	State	Percent
Decrease			
Connecticut	-6.2	Hawaii	-2.1
District of Columbia	-5.8	Virginia	-2.0
Delaware	-4.5	Montana	-1.9
South Dakota	-4.0	New Hampshire	-1.9
Rhode Island	-3.7	Kansas	-1.8
Maryland	-3.5	North Carolina	-1.8
Ohio	-3.4	New Mexico	-1.6
New York	-3.3	Tennessee	-1.4
Missouri	-3.2	Massachusetts	-1.3
New Jersey	-3.2	Arkansas	-1.2
Wisconsin	-3.2	West Virginia	-1.2
Minnesota	-3.1	Kentucky	-1.1
Pennsylvania	-3.0	Mississippi	-1.0
Illinois	-2.9	Oklahoma	-1.0
Louisiana	-2.9	Georgia	-0.9
Indiana	-2.6	South Carolina	-0.9
Iowa	-2.6	Washington	-0.9
Vermont	-2.6	Colorado	-0.8
Nebraska	-2.4	North Dakota	-0.7
Alaska	-2.3	Oregon	-0.5
Maine	-2.3		
Increase			
Utah	3.2	Arizona	0.9
Wyoming	2.9	Alabama	0.6
California	1.7	Michigan	0.3
Nevada	1.2	Idaho	0.2
Texas	1.0	Florida	0.1

Employment in Public Education

Staff	Fall 1980	Fall 1979	Percent change	Number difference
Total	4,192,000	4,063,000	3.2	130,000
Official/ administrative	165,000	156,000	5.8	9,000
Professional educational	2,339,000	2,332,000	0.3	7,000
Other professionals	108,000	89,000	20.4	18,000
Nonprofessionals	1,581,000	1,485,000	6.5	96,000

Largest Shifts in Size of Teaching Staffs, From Fall 1979 to Fall 1980

State	Percent change in teachers	Percent change in enrollment
Wyoming	22.1%	2.9%
Alabama	13.2	0.6
Maine	9.6	-2.3
Utah	9.2	3.2
Georgia	8.1	-0.9
District of Columbia	-11.9	-5.8
New Hampshire	-10.4	-1.9
Oregon	-6.8	-0.5
Nebraska	-6.3	-2.4
Delaware	-6.6	-4.5

Pupils, Teachers, and Schools, Pupil/Teacher and Pupil/School Ratios, By State: 1980

State	Number of students	Number of teachers	Number of schools	Pupil/ teacher ratio	Pupil/ school ratio
50 States and D.C.	**40,986,509**	**2,183,538**	**86,253**	**18.8**	**475**
Alabama	758,721	36,172	1,465	21.0	518
Alaska	86,514	5,225	433	16.6	200
Arizona	513,790	25,713	940	20.0	547
Arkansas	447,700	24,078	1,188	18.6	377
California	4,118,022	193,846	7,078	21.2	582
Colorado	546,033	29,840	1,280	18.3	427
Connecticut	531,459	34,584	1,045	15.4	509
Delaware	99,403	5,626	184	17.7	540
District of Columbia	100,049	5,238	187	19.1	535
Florida	1,510,225	73,983	2,084	20.4	725
Georgia	1,068,737	56,514	1,833	18.9	583
Hawaii	165,068	7,165	230	23.0	718
Idaho	203,247	9,936	550	20.5	370
Illinois	1,983,463	108,064	4,304	18.4	461
Indiana	1,055,589	53,099	2,079	19.9	508
Iowa	533,857	32,745	1,793	16.3	298
Kansas	415,291	26,366	1,541	15.8	269
Kentucky	669,798	32,892	1,407	20.4	476
Louisiana	777,560	43,930	1,522	17.7	511
Maine	222,497	11,775	819	18.9	272
Maryland	750,665	40,863	1,322	18.4	568
Massachusetts	1,021,886	64,987	2,264	15.7	451
Michigan	1,865,835	84,377	3,837	22.1	486
Minnesota	754,318	44,142	1,870	17.1	403
Mississippi	477,059	25,933	1,057	18.4	451
Missouri	844,648	48,878	2,189	17.3	386
Montana	155,193	9,370	782	16.6	198
Nebraska	280,430	16,796	1,697	16.7	165
Nevada	149,481	7,129	276	21.0	542
New Hampshire	167,232	8,448	456	19.8	367
New Jersey	1,246,008	76,550	2,401	16.3	519
New Mexico	271,198	14,089	619	19.2	438
New York	2,871,004	155,320	4,143	18.5	693
North Carolina	1,129,376	56,222	2,032	20.1	556
North Dakota	116,885	7,375	719	15.8	163
Ohio	1,957,381	100,527	3,958	19.5	495
Oklahoma	577,807	33,901	1,895	17.0	305
Oregon	464,599	22,596	1,303	20.6	357
Pennsylvania	1,909,292	109,926	3,734	17.4	511
Rhode Island	148,320	9,192	324	16.1	458
South Carolina	619,223	32,214	1,153	19.2	537
South Dakota	128,507	7,964	751	16.1	171
Tennessee	853,589	41,162	1,741	20.7	490
Texas	2,900,073	159,531	5,522	18.2	525
Utah	343,618	13,694	637	25.1	539
Vermont	95,815	6,476	390	14.8	246
Virginia	1,010,371	57,027	1,794	17.7	563
Washington	757,639	35,514	1,751	21.3	433
West Virginia	383,503	21,668	1,145	17.7	335
Wisconsin	830,247	48,491	2,134	17.1	389
Wyoming	98,306	6,361	395	15.5	249

Characteristics of School Systems: 1976-1980

Item	Fall 1976	Fall 1977	Fall 1978	Fall 1979	Fall 1980
1	2	3	4	5	6
Public Schools					
Total elementary and secondary schools	88,597	88,025	87,365	[1]86,925	86,253
Membership					
Total pupils in membership	44,317,000	43,576,906	[1]42,550,183	[1]41,645,469	[1]40,986,509
Elementary schools	30,006,000	29,336,487	[1]28,327,594	[1]27,931,427	[1]27,673,992
Secondary schools	14,311,000	14,240,419	[1]14,222,589	[1]13,714,042	[1]13,312,517
Elementary membership as percent of total membership	67.7	67.3	66.6	67.1	67.5
Secondary membership as percent of total membership	32.3	32.7	33.4	32.9	32.5
Classroom Teachers					
Total teachers, full-time and part-time	2,186,000	2,206,570	[1]2,206,613	[1]2,183,438	[1]2,183,538
Pupil/teacher ratio					
Pupil/teacher ratio (total elementary and secondary schools)	20.3	19.8	19.1	[1]19.0	18.8
Public high school completions	**1976-77**	**1977-78**	**School year 1978-79**	**1979-80**	**1980-81**
Graduates of regular school programs	2,839,526	2,824,722	2,817,244	[2]2,756,756	[3]
Male	1,396,336	1,385,916	1,379,046	[1]1,355,261	[3]
Female	1,443,190	1,438,806	1,438,198	[1]1,401,495	[3]
Graduates of other programs	37,378	70,168	37,397	25,549	[3]
Recipients of high-school equivalency certificates	222,929	283,842	[2]443,591	[2]487,893	[3]

[1]Revised from previously published data.
[2]Some figures were extracted from *The 1980 GED Statistical Report*, General Education Development Testing Center of the American Council on Education, Washington, D.C.
[3]Data will be available in the fall 1981 report.